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AUTHOR Callander, John B.
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ABSTRACT

Since 1968 there has been a growing trend toward recognition of a uniform unit of credit for continuing education programs, the Continuing Education Unit (CEU). This study investigates the development of the CEU since 1968 and identifies trends in its application to the selected professions of Law, Medicine and Teaching in the state of Virginia. Development of the CEU is traced from the commitment to continuing education in the mid-1960s to the final development of national guidelines and the use of the CEU in Virginia. (JMF)

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THE DEVELOPMENT of the CONTINUING EDUCATION UNIT and SELECTED APPLICATIONS WITHIN VIRGINIA

A RESEARCH PAPER

PRESENTED TO

THE COLLEGE OF WILLIAM AND MARY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JOHN B. CALLANDER

MAY 1977

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Chapter 1

The Problem and Definition of Terms Used

Introduction

We live in a progressive society that is ever growing in its complexity and need for more education. One needs only to read Alvin Toffler's Future Shock or Learning for Tomorrow[1] to see the growing need for professionalization and continuing education. Professional educators have an obligation to organize and categorize continuing education experiences in a usable and recognizable form. Many educators have turned to the Continuing Education Unit (CEU) as an answer to this coordination problem. Hazel Small suggests that:

> Conditions prevailing in the world of work, and the corresponding behavior of adults to seek further education as a means of adjusting to these conditions, has provided the climate for the emergence of the C.E.U. The student now more often is a self selecting adult. Often, as a practicing professional in need of new skills, he assumes the role of producer when he confers with institutional administrators to design and plan his inovative program.[2]

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[1]Alvin Toffler, Future Shock, Random House, New York (1970). Learning for Tomorrow-The Role of the Future in Education, Vintage Books, New York (1974).

[2]Hazel G. Small, Continuing Education Unit, Reprint from "A Guide to Adult Education Programs in Area Vocational Centers," South Carolina Department of Education research

There is an expanding trend toward professional upgrading in almost every area of today's society. More and more people seek the professional conferences, workshops and mini-courses to stay abreast of the current inovations in their fields. It is essential for these professionals to prepare themselves for the changing society of the future.

Paul Grogan, Vice Chairman of the National Task Force on the Continuing Education Unit, addressing himself to the professions cited a U.S. Office of Education survey that states, "approximately 25 million persons, exclusive of the military, participate in a significant continuing education experience each year."[3] Obviously many of these people would value a method of using these experiences for professional growth, job enhancement or certification fulfillment. An individual can make little practical use of his educational experiences if there is no widely accepted method of accounting for these programs.

Both Jack Williams, President of Texas A&M University, and Grover Andrews, Associate Executive Secretary of the Commission on Colleges for the Southern Association of Colleges and Schools, feel that the C.E.U. can be used in response to this need. These ideas were presented to the 1973 National Adult Education Association Conference.

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project No: 73-7216, ERIC Document Ed. 090-438 (September 1973), p. 82.

[3]Paul J. Grogan, Continuing Education Comes of Age, American Society for Engineering Education Conference report, ERIC Document CE001-588 (November 1968), p. 16.

> The implementation of the C.E.U. is one way in which the institution of higher education can respond to the challenge of the Carnegie Commission report 'Quality and Equality' (1970, p. 1) which said: 'What the American nation needs and expects from higher education in the critical era just ahead can be summed up in two phrases: quality of results and equality of access...."[4]

An effective and organized system such as that provided by the C.E.U. concept could both insure quality and coordinate equal access of educational opportunities across the country.[5] There are many organizations and institutions offering a wide variety of non-traditional educational experiences. In the past there were almost as many systems of organization and record keeping as there were programs. The C.E.U. system is helping to remedy much of this confusion, but now almost a decade after its conception the questions remain how well will it work and will it be widely accepted by the professions?

The Problem

Statement of the Problem

The purpose of this study was to investigate the development of the Continuing Education Unit since 1968 and to identify trends in its application to the selected professions

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[4]Jack K. Williams and Grover J. Andrews, The Continuing Education Unit and Adult Education. A paper presented to the National A.E.A. Conference, (October 31, 1973) ERIC Document Ed 086-868, p. 16.

[5]Jerry L. Hargis (ed.), The Continuing Education Unit: An Examination, Proceedings of a National Conference, Virginia Polytechnic Institute and State University, Blacksburg, Va. (April 1972) p. 16.

of Law, Medicine and Teaching within the state of Virginia.

Importance of the Study

For an adequate understanding of the use of the C.E.U. it is necessary to understand its background and the intent of the National Task Force on The Continuing Education Unit. This task force has set up specific guidelines on the use and implimentation of a C.E.U. system. These guidelines have been widely critiqued and their uses in localities can give valuable insights to the possible expansion of the C.E.U. concept.

It is appropriate to examine some of the applications of the C.E.U. system in Virginia because it was one of the early pioneers in developing guidelines for its use within a state. Questions arise as to how useful are C.E.U.s and to what extent they are used by professionals. A brief sampling of selected programs provides a reasonable assessment of the present state of the art with respect to C.E.U. application in the Commonwealth.

Limitations of the Study

The study was restricted to an examination of development concerning the C.E.U. from 1968 to the present, 1968 being the founding of the National Task Force on the C.E.U.

A variety of articles, books, pamphlets and professional papers were reviewed from the Libraries of Old Dominion University, The College of William and Mary, Virginia Polytechnic Institute and State University and the Norfolk city

library system. Personal and telephone interviews were conducted with administrators in various Virginia Continuing Education programs and correspondence was requested from all of the National Task Force members and consultants.

Because of the vast variety of continuing education programs, the study was limited to those programs designed for licensed or certified doctors, lawyers and teachers. The investigation into these programs was conducted to provide only an example of the present application (or lack of application) of Continuing Education Units available in the state of Virginia for professionals.

Beyond the limited personal interviews and correspondence this study did not include any original research. It does, however, offer a description of the present status of implimentation of C.E.U. systems for professionals in Virginia.

Definition of Terms Used

Continuing Education Unit

> One Continuing Education Unit is defined as: Ten contact hours of participation...In an organized continuing education experience... Under responsible sponsorship...Capable direction...and qualified instruction.[6]

In this study C.E.U. and Continuing Education Unit systems were used synonymously, a C.E.U. system implying the whole record keeping system and total program.

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[6] The Continuing Education Unit, National University Extension Association, Washington, D.C., (May 1975), p. 3.

Selected Professions

Law - To imply a lawyer: "A member of any branch of the legal profession; especially, one who advises and acts for clients or pleads in court."[7]

Medicine - To imply a doctor: "One who is trained in and licensed to practice medicine or one of its branches; a physician, surgeon, psychiatrist, dentist..."[8]

Teacher - To imply a degreed professional teacher: "One who teaches; especially one whose occupation is to teach others: an instructor."[9]

For the purpose of this study it was assumed that these professionals will be seeking C.E.U.s for professional growth and not as a means for credit in receiving advanced degrees.

Current Trends

Current trends refers to the actual application of the Continuing Education Unit to the respective professions for career enhancement and professional growth. Also implied is the term current trends, the methods of data collecting, administration and extent of the programs.

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[7]Sidney I. Landau, et al, Funk & Wagnell's Standard College Dictionary, Funk & Wagnells, New York (1966).

[8]Ibid., p. 391.

[9]Ibid., p. 1374.

Chapter 2

Review of the Literature Development and Application of the Continuing Education Unit

A Need for Continuing Education and a C.E.U.

Our rapidly growing society has become more and more complex and a need for continuing education is becoming a part of almost every profession today. Dr. Paul J. Grogan of the University of Wisconsin said:

> The body of knowledge is now thought by many to double every ten years. This newly recognized phenomenon suggests that continuing education is both vocational and avocational fields should be pursued diligently in all walks of life. There is no escaping the need for a persistent level of educational effort through life, particularly for professionals and socially conscious adults...[10]

Continuing education enters every segment of society, particularly after formal education has ended. The domain of continuing education and the percentage of individuals affected by it grow larger as the population becomes older and as traditional methods of degree seeking terminate (see Appendix A). What organized education adults receive after formal schooling falls in the broad role of continuing

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[10]Paul J. Grogan, Elements of a System for the Uniform Measurement of Participation in Continuing Education Problem Statement, University of Wisconsin ERIC Document ED040-435 (November 1969) p. 63.

education.

The growing trend toward continuing education was confirmed by the Carnegie Commission, as stated in one presentation to the National Adult Education Association (NAEA) conference in 1973.

> The recent reports of the Carnegie Commission predict that non credit adult and continuing education programs will become a major component of American higher education during the remainder of the seventies and into the eighties.[11]

A professional "Half-Life" is the length of time it takes for 50% of one's formal education to be outdated. This half-life in today's society is estimated to be from five to eight years.[12] Even though some professions are vastly more technical than others they are all affected by new trends, new discoveries or new historical data that requires some form of continuing learning experience. For a variety of reasons many people are hesitant to seek continuing education, however; one example why more people have not sought continuing education in this era of growing obsolence in the job market is:

> There is no universally recognized measure of continuing education, no matter what form it may take--whether it be an adult education program at the local high school, a night course at the nearby community college or a week-long seminar program conducted by many professional societies.[13]

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[11] Jack K. Williams and Grover J. Andrews, The Continuing Education Unit and Adult Education. A paper presented to the N.A.E.A. National Conference (October 1973), p. 1.

[12] "EduScope/Focus on Education" Data Management ERIC Document CE001-678 (August 1972) p. 27.

[13] Ibid.

Beyond the personal growth and enlightenment gained from continuing education experiences it was, in the past, very difficult for individuals to make quantitative use of these experiences.

Almost all the literature, speeches and papers from the period of 1967 through 1973 present a very definite need for some form of coordination and recognition for continuing education experiences. Hazel Small summarized much of the work done during the period in a statement drawn from the early policies and rational for a Continuing Education Unit system:

> The adult student needs to be able to accumulate, update, and transfer his record on continuing education throughout life as he faces a succession of hurdles with respect to maintaining or increasing proficiency in his career or in making progress toward his personal educational goals.[14]

A commitment to continuing education was developing in many areas in the mid to late sixties and a growing concern was developing for some form of unit ratios. Dr. Williams and Dr. Andrews commented on this need in their NAEA address:

> At this same time (1968) several organizations and institutions either had initiated or were studying ways of measurement and awards for continuing education students each having little or no relationship to any other system in existence. If experiences that the development of a uniform nationally accepted unit would hold promise of reducing the confusion and fragmentation by arriving at a single suitable

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[14]Hazel G. Small, Continuing Education Unit a report from the North Carolina State Board of Education, Raleigh ERIC Document ED090 438 (September 1973) p. 89-90.

> score of recognizing and rewarding individual effort in the pursuit of continuing education.[15]

The development of some form of non-credit recognition for continuing education was already in the offing and efforts of many individuals brought our present form of C.E.U. into existence.

Early Development of the Continuing Education Unit

John Ewell, a present member of the National Task Force on the Continuing Education Unit, has published extensively on the C.E.U. and its development. He traces the conception of the concept back to four men:

> The CEU had its beginnings seven years ago in the form of conversations among Messrs. William Turner (North Carolina State), Edward Cox (DuPont), Paul Grogan (University of Wisconsin) and John Connors (Martin Mirietta). They believed the self-development efforts of continuing education participants should be given better recognition, and they saw a need for keeping uniform records of the amount and nature of continuing education studies. In March 1968 Turner and Grogan suggested to the Board of the National University Extension Association that the Board appoint a "joint committee with industry, government agencies and professional associations" to consider "(a) the definition of a unit of extension credit, and (b) the development of criteria by which these (units) could be earned."[16]

Both Turner and Grogan have become pioneers in the field of the C.E.U. and have published extensively to promote, explain and extend the concept.

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[15] Williams and Andrews, op. cit., p. 2.

[16] John W. Enell, "CEU's A Measure for Educational Programs" Association Management Reprint provided by Mr. Enell (February 1977) p. 147.

The First National Conference

Although the Board of the National University Extension Association (N.U.E.A.) did not directly appoint a committee, it did call together a national conference to consider the need for some form of standardization in the field of continuing education. On July 1-2, 1968, the N.U.E.A., the American Association of College Registrars and Admissions Officers, the Civil Service Commission and the United States Office of Education jointly sponsored the planning conference.[17] There were representatives from thirty-four national organizations in attendance from the various professions (see Appendix B). There was a variety of position papers presented offering wide reaching rational for some form of standard measurement in continuing education.

Paul Grogan, William Turner, and Robert Pritchell, representing the N.U.E.A., presented a joint concept paper outlining many braod-based concerns about standardization. J. Kenneth Mulligan, representing the U.S. Civil Service Commission; Dean Russell Smith, representing the university extension divisions; Leonard Brice, representing the American Society of Personnel Administrators and William Hardy of the Education Department of United Auto Workers, all spoke

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[17]The Task Force on a Uniform Measurement Unit for the Recognition of Continuing Education: Working paper The Continuing Education Unit, Washington, D.C., ERIC Document 090-471 (July 1970) p. 1.

to the conference underscoring the need for organization and standardization of continuing education.[18]

Dr. Turner recalled the two major issues that were considered at this initial meeting:

> (1) We were researching the need for a uniform unit of measuring non-credit continuing education programs. We were not talking about a system of academic credits toward a degree or toward initial professional certification. ---
> (2) The scope of the problem should be broadly conceived.[19]

This group of educators conferred for the two days and came to three general conclusions and one very significant resolution concerning the future of continuing education.

> (1) WHEREAS there appears to be a significant national need for non credit continuing education activities:
> (2) WHEREAS the solution to developing a usable system appears to rest in unified and coordinated efforts on the part of the consumer of the educational product and the producer of the educational product: and
> (3) WHEREAS there is a desire on the part of the participants in this national planning conference for further study and consideration of the problem:
>
> NOW THEREFORE BE IT RESOLVED that an eight-man task force, representative of the organizations and associations present at the conference, be appointed by the sponsors of the conferences to develop a proposal for a joint effort to study the feasibility of a uniform unit for measurement of non credit continuing education programs which could be used by all groups to meet current needs and to present such a proposal to the national planning group for its

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[18] Hargis, op. cit., p. 17-18.

[19] ibid. p. 18.

review and recommendation at some suitable later time.[20]

Through this resolution the task force members were selected (see Appendix C) and Dr. Turner was appointed Chairman. This group having no further structure than that presented in the above resolution had the responsibility of organizing the Task Force. There were problems of being simply an advisory committee to the national conference with little or no power of its own. There was also the problem of funding since the task force was a body supported by many separate associations and organizations. The task force lost little time in setting about its own organization and research.

The Early Work of the Task Force

For want of a better name, the task force was originally entitled: The National Task Force on a Uniform Measurement Unit for the Recognition of Continuing Education. Even its initials were cumbersome (N.T.F.U.M.U.R.C.E!). It quickly evolved into the National Task Force on the Continuing Education Unit. The first formal meeting of this body of educators was on October 16, 1968 in Washington, D.C. For the first two years the Task Force dedicated itself to the definition of, and working model for, a standardized unit of measure.

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[20]Paul J. Grogan, Continuing Education Comes of Age Report of a Conference, American Society for Engineering Education, ERIC Document ED090-428 (November 1968) p. 19-20.

At the initial meeting guidelines were established for a suggested plan of action containing the following items:

A. Define a Unit of Measure for Continuing Education

B. Draw up suggestions, criteria and standards

C. Encourage the use of new (teaching) learning formats

D. Improve coordination of learning experiences

E. Establish and maintain a clearing house[21]

The group met several times in the next two years and worked diligently to produce a usable measurement for continuing education. On October 20, 1970, the Task Force published an interim statement describing progress and recommendations up to that point. In this statement is found the first mention of the term "Continuing Education Unit." The definition of the C.E.U. in that statement remains the same today:

> One Continuing Education Unit is:
>
> Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.[22]

Also clearly outlined in this interum statement was the original intent of the C.E.U.:

> The purpose of the C.E.U. is to provide a mechanism by which virtually all continuing education activities can be recorded. It is not expected, on the other hand, that all of the participation in terms of C.E.U. will have utility or transferability

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[21] The Task Force (July 1970) op. cit., p. 103.

[22] Anne C. Kaplan and Clive C. Veri, The Continuing Education Unit ERIC Clearinghouse in Career Education Series #1 ERIC Document ED094 212 (August 1974) p. 1.

> in terms of individual programs of career development. There would appear to be definite institutional and other sponsor advantages, however, in quantifying and recording the total amount of continuing education activity for which such organizations are responsible for purposes of input-output or cost-benefit analysis regardless of whether or not the continuing education units of all such activities have commercial or professional implications.[23]

The clear implication for proper record keeping for both participants and institutions was evident even in this preliminary statement. Also of great significance was the realistic statement that many C.E.U.s may not be appropriate for particular career programs. It was obvious that the original intent of the Task Force was to apply only those units that were applicable and appropriate to specialized programs of enrichment or advancement.

The Task Force was also faced with a need to justify the C.E.U. through some type of formal study.

The Pilot Project

In May 1970, the National Task Force asked the Executive Committee of the Conferences and Institutes Division of the N.U.E.A. to take part in a field test on the application of the C.E.U. An orientation meeting in July 1970 with twenty-one institutions produced a nucleus of thirteen schools that finally completed the project. The institution applied C.E.U. s to their respective programs for the school year 1970-71. The participating institutions were

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[23]Hargis, op. cit., Appendix A. p. 6.

poled as to their impressions of a C.E.U. system and students were also informally poled for their views.

The project included 618 activities involving 28,651 individuals accumulating a total of 50,736.4 C.E.U.s (see Appendix D). In general all the institutions saw great potential for the C.E.U. when it was more widely accepted. The one major problem reported was that of accurate record keeping and difficulty in providing accurate information about levels of participation.[24]

The students of the project had very mixed emotions, ranging from enthusiastic to sarcastic, which was attributed primarily to lack of orientation to the project.[25] The pilot project report and the N.U.E.A. Annual Meeting discussions in May 1971 produced, in brief, the following:

Recommendations to the National Task Force

A. Operations procedures by the Task Force shall include:
   1. Emphasis on the need for determining "satisfactory completion"
   2. Indicated concern about the possible indescriminate awarding of C.E.U.s
   3. Provision of details, examples, suggestions for those interested in initiating a C.E.U. system.
B. Contact national groups and organizations for statements of acceptance or endorsement for CEUs.
C. Urged to schedule regional orientation sessions for concerned groups.

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[24]Keith E. Glancy, "Continuing Education Unit: Three Pilot Project Reports," National University Extension Association, Washington, D.C. ERIC Document ED 084-140 (September 1970-June 1971) p. 1-16.

[25]Grogan (November 1969) op. cit., p. 4.

Recommendation to NUEA

Recommendation Encouraging NUEA and its Divisions of Independent Study and Conferences and Institutes to develop policies on criteria and record keeping for the C.E.U.

Resolution by NUEA

"BE IT RESOLVED, that the results of the pilot project to study the Continuing Education Unit be used as a basis for further study and recommendations for implementation by NUEA member institutions.[26]

This pilot project proved to be the impetus for the inclusion of C.E.U.s in many additional campuses and organizations. The need for a C.E.U. had been established by 1971, and the Task Force had effectively established with tentative guidelines for its implementations. Some confusion remained however, and another joint conference was presented to help articulate some of the concerns that remained with respect to the C.E.U.s national implementation.

The National Conference on the Continuing Education Unit - An Examination

The Virginia Polytechnic Institute and State University and the Southern Association of Colleges and Schools co-sponsored a national conference on the C.E.U. in April 1972, at Blacksburg, Virginia. The proceedings of this conference are reviewed and referenced through this study.[27]

This second national conference was attended by some 171 individuals from 25 states and represented the most

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[26] ibid. p. 3.

[27] Hargis, op. cit.

significant contribution to the nationwide implementation of the C.E.U. thus far. Participants came from as far away as Florida, Texas and Wisconsin and represented educational, professional and governmental agencies throughout the country.

Among the distinguished presenters at the conference were:

Mr. Gordon W. Sweet - Executive Director, Commission on Colleges, Southern Association of Colleges and Schools

Dr. William L. Turner - Director of the National Task Force on the C.E.U.

Mr. Paul Delker - Director of the Division of Adult Programming, United States Office of Education

Dr. R. J. Pitchell - Executive Director of the National University Extension Association

Dr. Grover J. Andrews - Administrative Assistant to the Director of the Southern Association of Colleges and Schools

Much of the conference discussion was centered around the practical aspects of the C.E.U. such as records keeping, data collection, etc. and most of the presentations were either historical or praised the C.E.U. and called for its wider acceptance. There were two particularly significant presentations however. The first was an address by Mr. Sweet entitled, "A Look at Standard Nine."[28] In this address Mr. Sweet outlined and discussed the significant decision of the Southern Association of Colleges and

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[28]ibid. p. 4-9.

Schools to include C.E.U. measurements in its Standards of the College Delegate Assembly.

The second significant presentation was indeed a history of the C.E.U. and the National Task Force, but it was given by William Turner, one of the original four to conceive of a national C.E.U. and also the continuing Director of the National Task Force. Dr. Turner offered insights to the origins of the C.E.U. and offered possible directions in the future.[29]

The conference did not intend to develop guidelines or make recommendations, and it did not. It was meant merely to provide some food for thought about the C.E.U. to interested institutions and organizations. The complete transcript of the presentations and discussion sessions was printed in detail by the staff of the Donaldson Brown Center for Continuing Education.[30]

The Review of Standard Nine

The most significant recognition of the Continuing Education Unit came from the Southern Association of Colleges and Schools when it accepted the concept and incorporated it in its Standards of the College Delegate Assembly under Standard IX.

The Southern Association was conducting a study over a two-year period to revise its standards for accreditation

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[29] ibid. p. 15-21.

[30] Hargis, op. cit.

in the areas of special activities, at approximately the same time the Task Force was developing the C.E.U.[31]

Mr. Sweet recalled in his presentation at the Blacksburgh conference:

> As early as 1968 the Commission on Colleges directed the staff of the Commission to develop a procedure for calculating the total full-time equivalent enrollment of institutions to include non-credit offerings. This project was begun and during the course of this study the work of the National Task Force was brought to our attention. Since the Task Force was concerned with the development of "a uniform unit of measure for non-credit continuing education programs" the implications of the "unit" for the Commission's needs were evident. Therefore the commission delayed its study pending the outcome of the work of the task force.[32]

The Southern Association is concerned with maintaining at least "minimum standards of quality through accreditation"[33] and the Association's standards are considered to be good indicators of quality of education. The Southern Association directly influenced all of its 603 member institutions with the acceptance of the C.E.U. as an indicator to record the size and participation in non-credit programs.

Standard Nine included these recommendations:

> The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and on institutions offering of non-credit classes, courses and programs.

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[31] Williams and Andrews, op. cit., p. 11.

[32] Hargis, op. cit., p. 6. [33] ibid., p. 4.

> The CEU records will serve as a part of the full-time equivalent student account for the institution.[34]

The later recommendation is of vital consideration because the full-time equivalent (F.T.E.) designation of an institution directly affects funding in program development, building and expansion as well as overall state budgeting considerations.

Standard Nine itself recommends the application of the C.E.U. in whole or in part for the following areas:

External or Special Degree Programs (Non traditional study)

Off campus Classes and Units

Independent Study

Conferences and Institutions to include: Short courses, workshops, seminars, and special training programs.

Media Instruction

Foreign Travel and Study

On Campus Programs[35]

This clear reference to the C.E.U., while not immediately manditory, shows a strong move toward its use in most areas of continuing education throughout the Southern region.

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[34]The National Task Force on the Continuing Education Unit, The Continuing Education Unit: Criteria and Guidelines, National University Extension Association, Washington, D.C. (1975) p. 28.

[35]Hargis, op. cit., Appendix I.

Williams and Andrews point out the parallel to the credit hour:

> One of the most significant provisions of the new standard (Standard Nine) is the use of the Continuing Education Unit to give recognition to the adult and continuing education student; and to provide an accurate account of total institutional efforts by measuring the non-credit offerings of an institution in a form equal to the credit hour. The comparing of these two units of measure will more clearly and accurately indicate the total educational effort of an institution.[36]

Obviously the Standard Nine of the Southern Association had a wide range effect on the nation-wide implimentation of the C.E.U. Being the nation's oldest regional accrediting association, it provided respect and broad visibility for the concept and provided the C.E.U. with a home in over 600 institutions encompassing some of our nation's most respected colleges and universities.

Final Development of National Guidelines

In November 1968, Paul Grogan presented a report of the National Conference of the American Society for Engineering Education as he was preparing to join the Task Force in Washington, D.C. In this report he outlined 28 major organizations and institutions across the country that had some form of recognition for continuing education.[37] Most of these organizations had their own records system and their own definition of participation in continuing education.

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[36] Williams and Andrews, op. cit., p. 12.

[37] Grogan, op. cit., (November 1968), p. 16-18.

Within five years, thanks to the National Task Force and its supporters, the C.E.U. was rapidly standardizing many of those programs. The National University Extension Association recognized this growing trend toward C.E.U. implementation.

> The CEU is being widely adopted by institutions of higher education, professional associations and various types of private organizations.[38]

The beginnings of a national network of C.E.U. systems seemed to be emerging, and the July 1973, meeting of the Task Force underscored this trend by the decision to take five specific actions toward the nationwide implementation of the C.E.U.

> It agreed:
> 1) to prepare national guidelines for distribution by early next year
> 2) to copyright the guidelines and use a registered trademark to protect the use of the CEU
> 3) to appoint a special committee to explore alternative ways of financing distribution of the handbook and use of the trademark
> 4) to ask NUEA to consider submission of a proposal on how it would organize a takeover of the work of the task force once the guidelines were approved
> 5) to review the guidelines with the 23 national associations which originally set up the task force.[39]

Completion of these actions would satisfy the original resolution of the First National Conference and the Task

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[38] N.U.E.A. Special Report. National University Extension Association, "The Imminent National Implimentation of the CEU," Vol. I, No. 1, Washington, D.C., ERIC Document ED 040-359, p. 2.

[39] ibid.

Force would have finally fulfilled its purpose, a project of no small degree.

As a direct result of these actions the National Task Force published The Continuing Education: Unit Criteria and Guidelines in September 1974. This handbook, printed and distributed by NUEA, clearly outlined the procedures for implementing a C.E.U. System in any institution or organization.

Summary of Criteria and Guidelines

The following is a topical outline of the actual criteria and guidelines set forth by the Task Force. It offers a conceptual framework for understanding the workings of a C.E.U. system. The handbook has had at least four printings and is still available from NUEA at a price of $2.50.[40]

A. Purposes
   To facilitate exchange of standardized information
   To measure all levels of continuing education
   1. Specific objectives
      a. Establish permanent records
      b. Uniform data collection and program facilitation
      c. Establish a national system of measure
   2. Flexibility of CEU
      CEU should be applied after program development to avoid stereotyping.

B. Definition
   One Continuing Education Unit is defined as:
   Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction
   1. Ten Contact Hours of Participation
      Ten fifty-minute sessions or equivalent

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[40] National Task Force, op. cit., (1975).

2. In Organized Continuing Education Experience
   Adequate planning and organization for a specific need
3. Under Responsible Sponsorship
   Sponsor assumes administrative responsibility for program direction, records, etc.
4. Capable Direction
   Professional leadership, effective format, qualified staff, good management, proper evaluation
5. And Qualified Instruction
   Competence in subject, teaching ability, program understanding, instructional methodology

C. Use of Continuing Education Unit
   General application, Sources of Sponsorship, Convenience of Measurement, National Standards, Institutional Data; National Data and Educational planning

D. Criteria for Awarding Continuing Education Units
   Administration criteria, program criteria and limitations on awarding CEU

E. Operational Guidelines
   Determining the number of units, satisfactory completion, permanent records, Program quality and evaluation.

F. Using the CEU for Data Collection
   Computation of CEU for Institutional use

G. Development of the CEU

H. National Planning Conference

I. Questions and Answers

These are only the major topics in a C.E.U. system. The handbook goes into detail on each topic and gives thirty one pages of explanations for implementation. This handbook represented the culmination of six years of work and study by the Task Force members. John Ewell acknowledged the work of one particular member in the drafting of the handbook:

> Dr. K. E. Clancy of Johns Hopkins, has been the Thomas Jefferson of the National Task Force.

He was the main draftsman of the guidelines booklet....[41]

The foundations for a Continuing Education Unit System were firmly land at this point. The guide was distributed throughout the country and institutions were open to participation. The work of the Task Force continued and data collection became a major concern.

1975 Status Report on the C.E.U.

According to Keith Glancy, in a summary presented in 1975, the Task Force sought to determine the percentage of institutions using the C.E.U. across the country and a questionnaire was mailed to all the member institutions of the NUEA and the Association for Continuing Higher Education (ACHE). A sixty percent response was made(from 216 institutions; 160 universities, 38 colleges and 18 community colleges, from 47 states and the District of Columbia)[42]

Of these responding 47% already adopted the C.E.U. and over half were projected to be using it by the 1975-76 school year. Of the reporting schools within the Southern Association 86% used the C.E.U. compared to 35% of those outside the region.

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[41]John E. Enell, "The CEU Comes of Age," Engineering Education, reprint by the American Society for Engineering Education (November 1975) p. 147.

[42]Keith E. Glancy, 1975 Status Report on the Continuing Education Unit: Survey Summary Unpublished report from The Johns Hopkins University (April 1975).

Universities outside the southern region offered C.E.U.s at a rate of 45% while the colleges offered only at a 9% rate. Within the southern region the percentages were 90 for the universities and 67 for the colleges.

The results of the Task Force Survey are summarized in the following table:

INSTITUTIONS USING THE C.E.U.[43]

Year CEU Adopted	Southern Association			All Others			Total		
	No. Adopting	Total	%	No. Adopting	Total	%	No Adopting	Total	%
1971-1972	2	2	4.0	6	6	3.6	8	8	3.7
1972-1973	17	19	38.0	10	16	9.6	27	35	16.2
1973-1974	13	32	64.0	11	27	16.3	24	59	27.3
1974-1975	11	43	86.0	31	58	34.9	42	101	46.8
	(N = 50)			(N = 166)			(N = 216)		

As can be seen the number of institutions using the C.E.U. in the Southern Region seems to be increasing at a decreasing rate. The schools outside the Southern Region were, however, in the midst of an increasing rate of adoption of the C.E.U.

Glancy gave food for thought with the noting of a statistic pertaining to records keeping:

> CEU records are maintained...in 58% of the institutions reporting. It is interesting to note, however, that the percentage is 71 for

[43] ibid, p. 2.

> schools outside the Southern Association but only 41 in the southern area where the standards call for the records to be maintained by the registrar. The responses indicate that CEU records are more likely to be maintained by the registrar in smaller colleges and community colleges.[44]

The implication is clear that perhaps the Southern Association's requirement for the registrar to be responsible for records may, in fact, have a negative effect on the records keeping within the region.

In any event it is obvious that by 1975 many colleges and universities were developing C.E.U. programs and indications were that the trend would continue. The 1975 report is the most recently completed study by the Task Force. Through a recent telephone conversation with Florence B. Kemp of the National Center for Educational Statistics for the U.S. Office of Education (and a present member of the Task Force) it was learned that a similar study is again underway but that results will not be available before summer of this year.[45]

It is clear, however, that the C.E.U. concept is growing. As recently as February 1977, John Ewell published another article in Association Management expressing the hope for even more professional organizations and corporations to join the growing list of participants in C.E.U.

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[44] ibid.

[45] Florence B. Kemp, National Center for Educational Statistics, U.S. Office of Education, Washington, D.C., Telephone conversation (February 1977).

systems.[46]

The C.E.U. has seen a steady deliberate development from 1968 through 1977. The efforts of a patient and diligent Task Force have paid off in the form of proper guidelines and criteria, and growing use of the system.

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[46]Glancy, op. cit., (April 1975) pp. 70-73.

Chapter 3

The CEU in Virginia: A Look at Three Selected Professions

Development of a CEU System in Virginia

Georgia was the first in the nation to implement a state-wide plan for the use of C.E.U.s and was also the first to provide legislative funding for public service using C.E.U. criteria.[47]

The Commonwealth of Virginia became the second to develop state-wide CEU Systems. Following the Southern Association of Colleges and Schools guidelines, Virginia developed six regional consortia for the coordination of Continuing Education across the state. The General Assembly gave permission through a legislative act in 1973 to develop these consortia which combine the major metropolitan areas with the surrounding rural communities.[48] The Virginia Plan for Higher Education concerns itself primarily with those areas of campus and extension programs that offer degree credit. The implications for the C.E.U. were clear while, not expressed in direct reference:

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[47] Williams and Andrews, op. cit., p. 14.

[48] State Council of Higher Education for Virginia, The Virginia Plan: For Higher Education, Richmond, Va. (1974) p. 58.

> The regional consortia designed for continuing education will be concerned with higher education in general.[49]
>
> One purpose of the consortia is to bring institutions together to avoid unnecessary duplication of effort. Another is to create a mechanism whereby they might jointly work together to provide timely and relevent opportunities for adults who wish to improve their knowledge and abilities on a part time basis.[50]
>
> The citizens of the Commonwealth should be able to put together coherent sets of academic experiences, all of which can be measured in the same form of academic credit with the maximum flexibility of space and time.[51]

The state now considers most non-credit education offered by post secondary education institutions under a C.E.U. designation.

In 1973 James A. Phillips, Continuing Education Administrator for the State Council on Higher Education, devised a system by which all appropriate non-credit activities could be reported to the state in C.E.U. equivalents. The data are collected from all the schools by the State Council and an overall report is sent to the Southern Association.[52] This system utilizes form Q-1 for reporting all C.E.U.s and gives specific state guidelines consistent with the Task Force guidelines for the granting of C.E.U.s in Virginia:

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[49] ibid., p. 59.

[50] ibid., p. 29.

[51] ibid., p. 14.

[52] James C. Phillips, "Instruction for Public Service Offerings," State Council of Higher Education for Virginia instructions for Form Q-1, Richmond, Va., (June 1973).

> Public service programs are defined as those offerings which do not carry academic credit but which provide continuing education opportunities off-campus or on-campus by an institution of higher education in a manner to capitalize on its particular competencies and resources. Such public services include conferences, institutes, seminars, workshops, non-credit courses and special training programs. Not included for the purposes of this report are student activity programs, individual faculty or staff consultant services, faculty addresses and publications, research activities, and programs of a general nature open to the public or available through the mass media.[53]

These instructions also designated the areas for which C.E.U.s could be granted by assigning them a specific code number (see Appendix E). In a telephone conversation Mr. Phillips stated that all institutions involved with public service within the state are presently offering some form of C.E.U. program.[54]

Virginia, unlike Georgia, has provided no direct funding of C.E.U. programs from the state. Mr. Phillips stated that at best only incidental administrative funding is presently available for non-credit continuing education. All the schools are more or less autonomous with respect to their C.E.U. programs and the limited funding that is available is obtained strictly by political manuvering.

Mr. Phillips stated that all the Virginia schools involved in C.E.U. programs (which includes all public institutions) have some form of records keeping and a method of

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[53]State Council of Va., op. cit., (1974), p. 1.

[54]James C. Phillips, Continuing Education Administrator for the Council of Higher Education for Virginia, Richmond, Va., Telephone interview (March 1977).

providing transcripts to individuals. Here again each school handles its own records as considered appropriate. For example:

> Old Dominion University presently has a file card system and transcripts must be hand typed. The records are kept in the School of Continuing Studies but there is a transition to computerization of records through the Registrar's office planned when funding is available.[55]

> The College of William and Mary also has a hand written card system in the Office of Special Programs arranged by approval of the Registrar. The low demand for transcripts, approximately 12 a year, indicates that the system will probably remain the same.[56]

Mr. Phillips explained that some schools, such as Virginia Commonwealth University, presently handle C.E.U.s through their Registrar as the Southern Association recommends; however most schools simply do not have the funds to computerize their operation. Still other schools with larger Continuing Education departments have their own Registrars. The problem with records keeping in the Southern Association identified by the 1975 Task Force survey is still evident throughout Virginia. The present low demand for transcripts makes it currently impractical for most institutions to invest the large funds needed to convert C.E.U.s to a system much like the credit hour.

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[55]Patricia Hyer, Assistant to the Dean of Continuing Education, Old Dominion University, Norfolk, Va., personal interview (March 1977).

[56]Carson Barns, Jr., Director of Special Programs for the College of William and Mary, Extension of Virginia Associated Research Campus, Newport News, Va., Telephone interview (March 1977).

Continuing Education Units have had a large effect on Continuing Education in the Commonwealth. With almost all of its seventy-odd institutions offering C.E.U. programs, the impact of the National Task Force and the Southern Association's recommendations can be seen across Virginia.

Continuing Legal Education in Virginia

A need for Continuing Legal Education (CLE) is clear as in most professions. William Bushman, President of the Association of Continuing Legal Education Administration states:

> The constantly changing aspects of the law force all lawyers--new and old, generalist and specialist--to continue their education--. No lawyer can escape the need to keep current.[57]

Virginia has a C.L.E. program which extends across most of the state.

There are presently five institutions in Virginia that offer a J.D. in Law: The Marshall-Wythe School of Law at the College of William and Mary, the University of Virginia, Washington and Lee University and T. C. Williams School of Law at the University of Richmond.[58] The Continuing Legal Education in Virginia centers around the University of Virginia, however.

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[57]Preston P. LeBreton (ed.), The Assessment and Development of Professionals: Theory and Practice, University of Washington Press, Seattle, Washington, (1976) p. 22.

[58]Alice C. Brown, Curricula of Post Secondary Institutions: State of Virginia, Office of Placement Services, Southwest Virginia Community College, Richmond, Va. (1975) pp. 28-29.

The following is a synopsis of an extended telephone conversation with Peter Manson, The Director of Continuing Legal Education in Virginia:

> The American Bar Association has taken no stand to date on the Continuing Education Units for the legal profession. The adoption of CEUs is apparently under consideration and suggestions have been made for its use but no guidelines have yet been accepted. Three states, Minnesota, Iowa and Wisconsin presently require continuing education for licensure, but the majority of states have no CLE requirement whatsoever. Virginia is no exception.
>
> Organized Continuing Legal Education (CLE) was begun in the 1950s with the formation of the National Association of Continuing Legal Education Administration. A program begun in Virginia about the same time. Today Mr. Manson is responsible for the development of approximately 15 programs a year usually in the form of one-day conferences. Generally about half of these will be repeated in various locations throughout the state for a total of 40 or 50 CLE opportunities each year. Usually the programs are centered around particularly current topics such as current legislation, tax return, collective bargaining, etc.
>
> Neither CEUs or any other form of CLE credit is given for participation in these conferences and no records are kept other than those connected with registration. All programs are strictly voluntary since Virginia has no official requirements or guidelines for Continuing Legal Education.
>
> Mr. Manson stated that both from a technical and from a professional standpoint he hoped that Continuing Legal Education would not become mandatory in Virginia.[59]

There seems to be an attitude among many that lawyers generally keep current through legal resources and court proceedings rather than through Continuing Education. Even

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[59]Peter Manson, Director of Continuing Legal Education in Virginia, Charlottesville, Va. Telephone interview. (March 1977).

Edward Cox, a member of the National Task Force stated: "currency in law depends more on the courtroom than the classroom.[60]

Law schools offer individual programs, The College of William and Mary, for instance, offers a yearly Tax Conference and for the first time this fall will offer an evening course on Estate Planning. Timothy Sullivan, the Associate Dean of the Marshall-Wythe School of Law, has indicated that Virginia has a reasonably comprehensive continuing legal education program compared to most states. He does not generally favor a C.E.U. or any other CLE requirement for lawyers. He stated also that Marshall-Wythe has a standing policy that enables individual lawyers to audit any law course, free of charge, with the instructor's permission. There is usually only about one lawyer a year that takes advantage of this option, however.[61]

In summary, the legal profession in the state offers no Continuing Education Units and gives no particular recognition for Continuing Legal Education. There is a limited system of educational opportunity through the state, but no unit value is given for possible professional upgrading. A

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[60]Edward C. Cox, Personnel Development Division, E. I. DuPont DeNemours & Co., Wilmington, Delaware. Personal correspondence to the writer (February 11, 1977).

[61]Timothy J. Sullivan, Associate Dean of the Marshall-Wythe School of Law, Williamsburg, Virginia. Telephone interview (March 1977).

general feeling seems to exist that lawyers should not be required to obtain continuing education.

Continuing Education for Teachers in Virginia

The need for continuing education for teachers has long been recognized by most states. Reynold Willie and Allen Glena described this need as follows:

> The beginning teacher can never be fully prepared to meet all of the challenges of teaching because no pre-service teacher education program can develop all of the competencies needed to function effectively in the modern classroom. Even the practicing teacher, although he may be performing well today, is subject to profound social and technological changes which may make his knowledge and skills obsolete tomorrow. Both the beginning teacher and the practicing teacher know that in today's world their education must be progressive, sequential, and never-ending.[62]

The Board of Education for the Commonwealth requires that teachers continue their education to renew their certification. Once a teacher receives certification he must take a minimum of six semester hours (or its equivalent) of approved courses every five years to become re-certified.

The following is a synopsis of a conversation with Wayland Jones, Director of Teacher Education for the State of Virginia:

> Three of the six hours needed for certification can be taken in the area of what is called non-college credit. One non-college credit being 16 hours of participation in an approved course of study or professional program. The local superintendent has

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[62]Reynold Willis and Allen D. Glenn, "The Professional Education of the Teacher: Some Thoughts on Continuing Education," ADULT Leadership, Vol. 24, No. 8, (April 1976) p. 257.

> the power to determine which credit courses may be taken for re-certification but all Non College credits must be specifically approved through Mr. Jones' office individually. Since the state will not directly accept any CEUs, the individual wanting to take a CEU course must provide his superintendent with a course description. The superintendent must then seek approval from the Director of Teacher Education. It takes a total of 4.8 CEUs to equal three Non College Credits. The whole process is, obviously, complicated and confusing to the teacher.
>
> Mr. Jones did not see a future move toward the acceptance of CEUs for two reasons: (1) not all CEU credits are appropriate for re-certification, and (2) it would be "too confusing an operation" to consider CEUs as well as Non College Credit, semester hours and quarter hours. He also stated that he did not feel the CEU would replace the Non College Credit because of the difference in contact hours (10 for the CEU vs. 16 for Non College Credit).[63]

From the locations of the various four-year institutions throughout the state, it is clear that there are education programs within commuting distance of almost all public school systems.[64] It is true that most public school teachers in the state do not have terminal degrees and generally seek college credit courses for certification renewal.[65] It is interesting to note that even a doctorate degree is not considered terminal for certification requirements. A teacher with a PhD or an EdD is still required to

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[63]Wayland Jones, Director of Teacher Education for the State of Virginia, Richmond, Va. Telephone interview (March 1977).

[64]State Council of Va., op. cit., 1974.

[65]Francis Gee, Supervisor of Teacher Certification for the State of Virginia, Richmond, Va. Telephone interview (March 1977).

receive six hours of continuing education every five years.[66] Also Mr. Barnes from The College of William and Mary noted that of the few C.E.U. transcripts provided the majority are for teachers seeking certification renewal.[67]

The State of Virginia will accept approved C.E.U. credits for half of the credits required for teacher re-certification but the process is cumbersome. There are Non College Credit units presently accepted and generally the move to a C.E.U. system appears unlikely.

Continuing Medical Education in Virginia

The field of medicine has been an advocate of continuing education for years.[68] The allied health professions have been powerful forces in the implementation of the C.E.U.[69] The study considered only those programs geared toward licensed physicians. A major breakthrough recently developed when the American Medical Association adopted the use of the C.E.U. in all AMA sponsored programs.[70]

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[66] Jones, op. cit.

[67] Barns, op. cit.

[68] The American Society of Medical Technology, PACE: Professional Acknowledgement for Continuing Education, Information Booklet, Bellaive, Texas (1976) p. 1.

[69] Keith E. Glancy, Director of Special Programs for Johns Hopkins University and Secretary of the National Task Force on the C.E.U., Baltimore, Md. Personal correspondence to the writer (February 14, 1977).

[70] Louis E. Phillips, Director of the Division of Continuing Education, Furman University and Consultant to the National Task Force on the C.E.U., Greenville, S.C. Personal correspondence to the writer (February 19, 1977).

Medical educators and most of the Continuing Medical Education (CME) in Virginia is centered around the three medical schools: University of Virginia Medical School, The Medical College of Virginia and Eastern Virginia Medical School. Unlike the professions of law and teaching, the continuing medical education is usually centered in localities, and the localities report their activities directly to their national organizations (The American Medical Association).

The following is a synopsis of a conversation with Dr. Bruce Innes, Dean of Continuing Education for Eastern Virginia Medical School (EVMS) and Coordinator of Continuing Medical Education for the Eastern Virginia Inter-hospital Medical Education Committee (EVIMEC):

> EVIMEC, an organization of 19 Tidewater area hospitals, and EVMS co-sponsor over five hundred programs in Continuing Medical Education (CME) each year. In Norfolk General Hospital alone there is at least one program every day, Monday through Friday. EVIMEC provides initial funding for major conferences and seminars and records are kept on each physician's participation.
>
> The American Medical Association (AMA) has set up specific guidelines for Continuing education encompassing six categories. Category one covers accredited institutions, offering seminars, workshops, etc. This is the category for which CME hours are granted. The remaining five categories of continuing education give little or no actual credit toward CME hours. The AMA offers a doctor a "Physicians Recognition Award" (a paper certificate) for participation in at least 150 category one CME hours every three years. These awards are not required for licensure in Virginia but do provide information as to a physician's currency.

> In the near future there will be no need for an MD to leave the Tidewater area to satisfy his 50 CME hours a year, regardless of his specialty. With the completion of now under construction EVMS facilities, he will have use of computer facilities listing each of the 1,200 area physicians and their personal CME participation. Each doctor will receive a transcript every six months and each year the total listings will be forwarded to the AMA for the validation of awards.
>
> Dr. Innes stated that there is no proof that continuing education makes a better doctor but that the opportunity for that continuing education will be provided through EVMS.
>
> Dr. Innes was not sure that CEUs would replace the AMA Category Number One hours (clarification may be available from the AMA in the next few months) and he did not favor a manditory form of continuing education. He felt that a good doctor would stay current on his own. He did see value in a system that is presently used in some states, one which required a physician to show proof of CME or to pass a proficency exam for license renewal. He mentioned one case in New Mexico where five MDs had their licenses revoked for not having adequate continuing education. The physicians fought the decision in the courts and the state's right to require CME was upheld. Dr. Innes felt the state was definitely moving toward more stringent licensing requirements particularly for those physicians wanting to practice in a specific area.[71]

The following is a synopsis of a telephone conversation with Patricia Reems, Administrative Assistant to David Walthall, Jr., Dean of Continuing Medical Education for the Medical College of Virginia:

> There is a program much like that of EVMS in operation at the Medical College of Virginia (MCV). MCV also offers a wide range of CME experiences and is also attempting to computerize their data.

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[71]Dr. Bruce J. Innes, Dean of Continuing Education, Eastern Virginia Medical Schoolk Norfolk, Va. Personal interview (March 1977).

> Presently no individual records are kept, only registration and credits for each separate activity. MCV, however, seems to be less centralized with each medical specialty offering independent programs.
>
> Reems felt that there were definite implications for manditory CME in the not too distant future. She stated that her office was beset with requests for some documentation of participation in various programs, and that there was a general feeling that the AMA awards or something similar would soon be required for all Virginia physicians.
>
> Ms. Reems had no knowledge of possible CEU implementation in the future.[72]

Continuing Medical Education, although not manditory as in the case of teacher education, is the most active of the three professions considered. There seems to be a trend toward some form of required CME and the possible action by the AMA may make the C.E.U. the vehicle for granting credit for category one programs.

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[72]Patricia Reems, Assistant to Dr. David B. Walthall, Director of Continuing Medical Education for the Medical College of Virginia, Richmond, Va. Telephone interview (March 1977).

Chapter 4

Summary, Conclusions and Recommendations

Summary

There has long been a need for some form of recognition for continuing education experiences. The need for currency in today's professions demands that individuals continue their learning beyond their formal years. Non-credit adult education has steadily grown in the last decade and all indications are that this growth will continue.

Ten years ago there was no generally accepted measure of continuing education and professionals had little means of accounting for their additional learning experiences. Through the foresighted efforts of four men: William Turner, Edward Cox, Paul Grogan, and John Connors, the beginnings of a nation-wide system were conceived. These four men saw a definite need for the standardization of continuing education and in 1968 Turner and Grogan approached the National University Extension Association (NUEA) concerning the possible appointment of a committee to study the matter.

A national conference was held in July 1968, with representatives from thirty-four national organizations in attendance. Several position papers were presented and a final resolution was adopted supporting the appointment of

a National Task Force. The purpose of the Task Force was to develop a uniform unit of measurement for continuing education which could be used by virtually all groups.

The original Task Force was composed of eight members, with William Turner acting as chairman. The members lost little time in the development of a plan of action. They worked diligently for the next two years and developed the final definition for the Continuing Education Unit (C.E.U.)

One Continuing Education Unit is:

> Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

This was the beginning of the C.E.U. In addition to the definition the Task Force presented recommendations for accurate record keeping to insure that all individuals would be able to receive a transcript of their participation. The C.E.U. system was designed to do for continuing education what the credit hour did for degree education.

In May 1970, a pilot project was developed to assess the value of the C.E.U. Twenty-one institutions cooperated in the study and the potential for further C.E.U. use was clearly observed by all participants. The study also revealed that there was a need for further work in five specific areas:

1. determining "satisfactory completion"
2. regulations against indiscriminate use of C.E.U.s
3. the development of detailed instructions for

implementing C.E.U.s

4. encouraging national organizations to adopt the unit

5. the need for regional orientation sessions

By 1971, the Task Force had addressed these needs and developed tentative guidelines. Although it actively distributed information to the growing numbers of interested institutions, much confusion remained concerning the actual application of the C.E.U.

In April 1972, a second joint conference was held, the purpose of which was to articulate specific concerns connected with the new unit. The conference was attended by 171 individuals representing schools and organizations in 25 states. The broad interest in the C.E.U. demonstrated by this conference made it clear that there was a demand for the system. The conference provided a clearing-house to inform the participants in the development of and specific applications for C.E.U.s

Prior to this convention the Southern Association of Colleges and Schools adopted the C.E.U. in its standards of quality, under Standard IX (Special Activities). This acceptance of the C.E.U. directly affected the 603 member institutions and was to be most significant recognition of the unit thus far. The Southern Association established the C.E.U. as a regional standard, the first step toward full national acceptance.

In 1974, the Task Force underscored the growing trend toward acceptance of the C.E.U. by publishing a handbook, The Continuing Education Unit: Criteria and Guidelines. This guide clearly describes implimentation, procedures for the unit system. This handbook has remained relatively unchanged and is still the standard document on C.E.U.s.

In 1975, a survey was conducted by the Task Force showing that out of the 216 institutions poled, 47% had adopted the C.E.U. which included an 86% population within the Southern Region. It was obvious that a large number of the post secondary schools saw value in the C.E.U. and the group was growing larger every year.

Virginia was the second state (following Georgia) to develop a program for implimentation of a C.E.U. system. Presently all the colleges and universities in the state that have continuing education programs offer C.E.U.s. The C.E.U. concept brought about the development of six regional continuing education consortia to coordinate the schools' efforts. All the institutions are clearly prepared for the future expansion of the C.E.U. but at present, even though many of the programs are large, there is little demand for transcripts by individual participants.

In the area of Continuing Legal Education in Virginia there are approximately 40 to 50 state sponsored programs a year combined with scattered institutional offerings. No records of participation are kept beyond those of registration and C.E.U.s are not awarded. These programs are

well attended, but there is little demand for C.E.U.s. While there is a need for currency in the law profession, there is no requirement for Continuing Legal Education in the state and no awards are given for participation.

Virginia requires that teachers take at least six semester hours (or their equivalent) of approved study every five years to remain certified. The State Board of Education will allow three hours of Non-College Credit (seminars, workshops, in-service education, etc.) to be applied to this requirement. To use a C.E.U. course a teacher must have each course approved individually by the State Director of Teacher Education. This process makes C.E.U.s less attractive, and few teachers actually apply them toward certification.

Continuing Medical Education (CME) programs are by far the most active in the state. One local medical association may offer as many as 500 programs each year. The American Medical Association (AMA) encourages physicians to continue their training and offers awards to those who complete 150 CME hours in a three year period. The AMA has recently adopted the C.E.U. for all of its sponsored programs, but at present the units are not offered in Virginia. There is no manditory CME requirement in the state but there appears to be a trend toward required continuing education at least for the specialty fields.

Conclusions and General Recommendations

The Task Force, through diligent work, has provided us with a clear workable system of accounting for continuing educational experiences. The acceptance of the C.E.U. has spread throughout the country and growing numbers of institutions and organizations are offering them. C.E.U. systems are clearly defined, regulated and widely accessable in most areas of the country. This development has been steady and controlled. The C.E.U. has arrived; it is a comodity awaiting an even broader market.

In the Commonwealth's Continuing Legal Education system there seem to be some need for organized recognition of continuing educational participation. Since re-licensure does not depend on any form of further education and since there are no awards given, there is little demand for C.E.U.s. As more specialties arise in the legal field, however, it will become more necessary to maintain currency. It would be helpful to have an organized system of C.E.U.s to insure such currency.

Unlike the legal profession, the teaching profession is plagued with too many methods of accounting for continuing education (semester hours, quarter hours, non-college credit, and C.E.U.s). Any consolidation of these systems would be helpful. The C.E.U. system could easily replace the Non-College Credit designation and greatly relieve present confusion. The present fear that C.E.U.s could be mis-used has little more validity than the fear that credit hours

would be abused. Many of the same requirements apply and regulation would not be difficult. Under a C.E.U. system workshops, in-service education and college courses could all fall under the same controls. The local supervisor could approve the C.E.U.s for certification the same way he presently approves credit hour courses. This would relieve the State Director of Teacher Education from the burden of reviewing all non-credit programs. The school systems could develop a records keeping arrangement with their local consortia college or university assuming the guidelines set forth by the Task Force were adhered to, the system could be more effective and offer teachers more educational opportunities.

It is interesting to note that while colleges and universities through the state offer C.E.U.s, there is little demand for transcripts. At the same time, however, the most active group considered in this study, the medical profession, does not offer C.E.U.s and they are having difficulty meeting the demand for participation transcripts. Clearly the medical organizations in the state could benefit from adopting the C.E.U. system as the AMA has done. Whether they coordinated their own program or combined with a college or university the advantages are evident. A clear record of C.M.E. hours could be developed in the more widely accepted C.E.U. form, making application for the physician awards a smoother, more organized process. Any future CME requirements for licensure, etc. could also be more easily met.

The C.E.U. has gone through careful development over the past nine years and implimentation across Virginia has been complete. The schools are apparently prepared to meet the growing demand for C.E.U.s from the professions. If these professions and institutions could develop some form of cooperative continuing education effort it would help satisfy both their needs.

Specific Recommendations

1. Research is needed to determine the value of Continuing Legal Education to currency in the profession. The Virginia Continuing Legal Education program should conduct a study to determine the possible value of a C.E.U. system, and the possible value of a professional awards system to promote participation.

2. The State Board of Education should study the value of a C.E.U. system to replace the present Non-College Credit system. The Board should also consider allowing teachers with terminal degrees to satisfy all their continuing education requirements with C.E.U.s (or their equivalent).

3. The Continuing Medical Education programs through the state should assess the value of adopting the C.E.U. to replace the present CME hour system.

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Letters

The following people responded with personal correspondence providing information for this study.

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Enell, John W. Vice President for Research, American Management Association and member of the National Task Force on the CEU, New York, N.Y. Letter dated February 11, 1977.

Evans, Irrie D. Program Assistant for American Medical Association, Chicago. Letter dated February 18, 1977.

Glancy, Keith E. Director of Special Programs, The Johns Hopkins University and Secretary of the National Task Force on the CEU, Baltimore, Md. Letter dated February 14, 1977.

Phillips, Louis E. Ed.D. Director, Division of Continuing Education, Furman University and Consultant to the National Task Force on the CEU, Greenville, S.C. Letter dated February 16, 1977.

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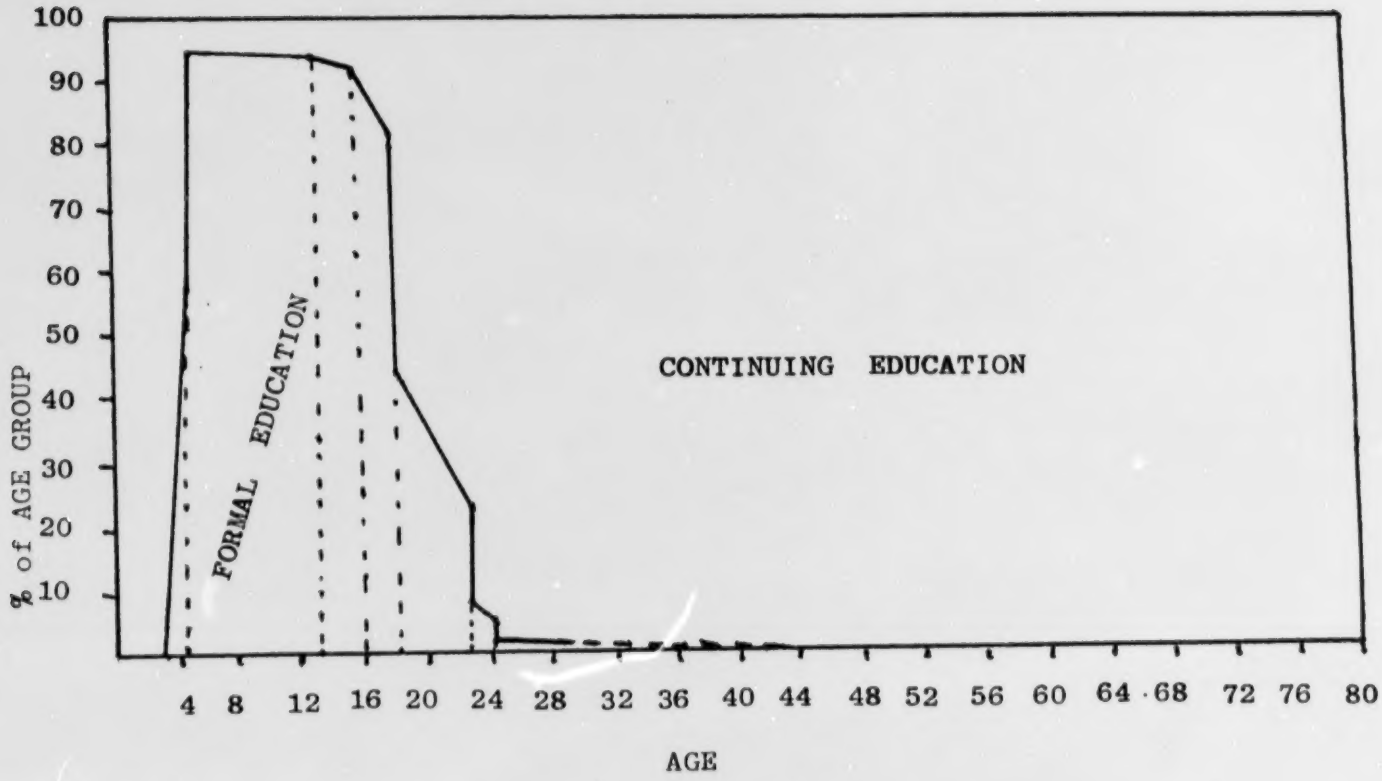
Appendix A

THE DOMAIN OF CONTINUING EDUCATION



The Task Force on C.E.U. op. cit. (1970)

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Appendix B

Appendix B

NATIONAL PLANNING CONFERENCE

Organizations participating in the National Planning Conference conducted in Washington, D.C., July 1-2, 1968:

Adult Education Association of the U.S.A.

American Association of Collegiate Registrara and Admissions Officers

American Association of Junior Colleges

American Association of State Colleges and Universities

American Council on Education

American Society of Engineers

American Society for Personnel Administration

AFL-CIO

American Hospital Association

American Medical Association

American Society for Engineering Education

American Society for Public Administration

Association of University Evening Colleges

Cambridge Institute for Management Education

U.S. Civil Service Commission

Commission on Engineering Education

U.S. Department of Commerce

U.S. Department of Defense

U.S. Department of Health, Education and Welfare

U.S. Department of the Air Force, DOD

E.I.DuPont de Nemours and Company, Inc.

Engineers Council for Professional Development

Engineers Joint Council

General Learning Corporation

McGraw-Hill, Inc.

National Academy of Engineers

National Home Study Council

National Society of Professional Engineers

National University Extension Association

Office of Emergency Planning, Executive Offices of the President

Science Research Associates

United Auto Workers

United States Armed Forces Institutes

U.S. Office of Education

ORGANIZATIONS REPRESENTED AT NATIONAL TASK FORCE MEETINGS BY INVITATION

American College Testing Program

American Nurses' Association

American Physical Therapy Association

Department of Defense

Southern Association of Colleges and Schools

Union Carbide Corporation

University of Georgia

University of North Carolina

University of Virginia

Virginia Polytechnic Institute and State University

The Task Force on the CEU,
op. cit. (1975) p. 27-28.

Appendix C

Appendix C

NATIONAL TASK FORCE ON THE CONTINUING EDUCATION UNIT

Chairman - WILLIAM L. TURNER, North Carolina State University, Raleigh, North Carolina (1968-)
Vice Chairman - PAUL J. GROGAN, University Extension, University of Wisconsin, Madison, Wisconsin (1968-)
Secretary - KEITH E. GLANCY, Evening College, The Johns Hopkins University, Baltimore, Maryland (1968-)

Members

WARREN G. BALL, American Medical Association, Chicago, Illinois (1968-)
LEONARD R. BRICE, American Society for Personnel Administration, Berea, Ohio (1968-)
EDWARD H. COX, Employee Relations Department, Personnel Development Division, E.I. duPont de Nemours, Wilmington, Delaware (1968-)
FRANK DICKEY, National Commission on Accrediting, Washington, D.C. (1969-)
ROBERT B. ELLIS, Registrar, University of Mississippi, University, Mississippi-representing AACRAO (1969-1970)
JOHN W. ENELL, American Management Associations, New York, New York (1973-)
WILLIAM L. HARDY, United Auto Workers, Detroit, Michigan (1968-1970)
REGINALD M. JONES, JR., Bureau of Training, United States Civil Service Commission, Washington, D.C. (1968-)
FLORENCE B. KEMP, National Center for Educational Statistics, U.S. Office of Education, Washington, D.C. (1973-)
CHARLES F. LINDBLADE, Chicago City College, Chicago, Illinois -representing AACRAO (1970-1973)
TREADWAY C. PARKER, American Management Associations, New York, New York (1969-1972)
ROBERT J. PITCHELL, National University Extension Association, Washington, D.C. (1968-)
MORRIS B. ULLMAN, U.S. Office of Education, Washington, D.C. - Retired (1968-)
JOHN W. VLANDIS, University of Connecticut, Storrs, Connecticut - representing AACRAO (1973-)

Consultants to the Task Force

LOUIS E. PHILLIPS, Division of Continuing Education, Furman University, Greenville, South Carolina (1973-)
JOHN A. RHODES, JR., Memphis State University, Memphis, Tennessee (1973-)

The Task Force on CEU (1975)
ibid. p. 2.

Appendix D

Appendix D

NATIONAL TASK FORCE ON THE CONTINUING EDUCATION UNIT

Pilot Project Reports

PARTICIPATING INSTITUTIONS

Institutions	No. of Reports	No. of Participants	Accumulated c.e. units
Univ. of Illinois	56	2,410	7,356.2
Indiana University	5	128	52.6
Univ. of Iowa	29	3,064	3,505.4
Univ. of Michigan	15	1,698	3,644.6
Univ. of Minnesota	11	263	358.1
Univ. of New Hampshire	36	805	1,256.2
North Carolina State Univ.	69	2,368	2,420.9
Rutgers University	179	5,379	12,580.6
Syracuse University	25	686	1,563.0
U.C.L.A.	156	9,892	14,816.2
Washington Univ. (St.Louis)	13	455	953.1
West Virginia University	9	1,137	1,875.5
University Center for Adult Education (Detroit)	15	256	354.0
	618	28,541	50,736.4

Glancy, op. cit., 1971

Appendix E

Appendix E

AREAS FOR WHICH CEUs SHOULD BE REPORTED IN THE STATE OF VIRGINIA

Area I: Programs which are wholly structures to provide skills and/or knowledge for occupational improvement in fields, such as

Code	Area
101	The Professions
102	Business and Industry
103	Government
104	Law and Law Enforcement
105	Clerical Services
106	Trades and Technologies
107	Health Services
108	Agriculture and Food Production
109	Other

Area II: Programs specifically organized to provide help in the solution of problems confronting the State, such as

Code	Area
201	Health and Safety
202	Human Relations and Communications
203	Education
204	Criminal Justice
205	Community Development and Housing
206	Aging
207	Citizenship
208	Environment
209	Agriculture and Production
210	Other

Phillips, C.J. op. cit. (1973)